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Bulletin
of the
*Association of American
Colleges*

THE PROGRAM OF THE NINETEENTH
ANNUAL MEETING

SPECIAL ANNOUNCEMENTS

December, 1932

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THE ANNUAL MEETING, 1933

THIS issue of the BULLETIN is devoted almost entirely to announcements concerning the Nineteenth Annual Meeting of the Association of American Colleges to be held in Atlantic City, January 12 and 13, 1933, and the necessary book reports and indices. The Executive Committee ordered an issue of a minimum number of pages in view of the great cost of the November BULLETIN with the title "How Can the Colleges be Financed?"

Hotel reservations should be made at once. The Chelsea Hotel is the headquarters of the meeting but the Convention Bureau is sending to each member the rates of all leading hotels in Atlantic City. Rates at the Chelsea have already been sent to member colleges.

The railroads offer to all delegates one and one-half fares for the round-trip, contingent on not less than 100 certificates being presented. When purchasing his railroad ticket each delegate should be sure to obtain a "certificate plan" certificate which should be filed with Mr. Palmer on arrival in Atlantic City. Under this plan tickets may be bought January 2-12, inclusive.

The Twenty-second Annual Meeting of the Council of Church Boards of Education opens Monday, January 9, at 10:00 A. M., continues in session throughout the day and adjourns after the evening session until Wednesday forenoon, when all the organizations and agencies will unite in a mass meeting devoted to the most pressing problem confronting higher education today—how to produce men of high intelligence and strong moral fibre. Dr. Willard Dayton Brown, Secretary of the Board of Education of the Reformed Church in America, President of the Council, Dr. Rufus M. Jones, Haverford College, President Albert W. Beaven, the Colgate-Rochester Divinity School, President Arlo A. Brown, Drew University, Dr. John Finley Williamson, of the Westminster Choir School, Princeton, and other church leaders are to speak.

Especial attention is called in this BULLETIN to the notice concerning the Comprehensive Examination Study, the book soon

to be ready for distribution on The Architectural Planning of the American College, the College Music Study and the Service Bureau on Financial and Fiduciary Matters. All of these are notable contributions to the development of the theory and practice of college administration and teaching.

As the member colleges report the names of their delegates to this office there are many expressions of appreciation of the program of the annual meeting. The various luncheon conferences and round-table discussions seem to our members to be of most vital significance. A most successful meeting seems to be guaranteed.

The courage and fortitude of college administrators and faculties during this season of especial stress and strain are worthy of the highest praise.

The Executive Committee and the staff of the Association extend to all the member colleges best wishes for a Happy New Year!—*R. L. K.*

PROGRAM
of the
**NINETEENTH ANNUAL MEETING OF THE ASSOCIATION
OF AMERICAN COLLEGES**

Hotel Chelsea, Atlantic City, N. J.

ANUARY 12-13, 1933

THURSDAY, JANUARY 12

10:00 A. M.

Announcement of Committees

President Irving Maurer, President of the Association
The Annual Report of the Executive Committee and Execu-
tive Secretary

Dr. Robert L. Kelly

The Annual Report of the Treasurer

President William Mather Lewis, Lafayette College

The Comprehensive Examination Study

Dr. Edward S. Jones, Director

Music for the General College Student

Mr. Randall Thompson, Director

Enlistment and Training of College Teachers

President Albert Britt, Knox College

Faculty and Student Scholarship

President Henry M. Wriston, Lawrence College, Chair-
man

Permanent and Trust Funds

Dr. Alfred W. Anthony

Classification of Institutions of Higher Education

President Raymond Walters, The University of Cincin-
nati

12:30 P. M. SECTIONAL LUNCHEON CONFERENCES*

A. The Testing Program—Results in Pennsylvania and else-
where

Dean Max McConn, Lehigh University

B. What Constitutes a Progressive College?

Leader to be announced

* Guests registered at the Chelsea Hotel on the American Plan are entitled
to all sectional luncheons without extra charge.

- C. The Improvement of College Teaching
Professor F. K. Richtmyer, Cornell University, Vice-President of the American Association of University Professors and Vice-Chairman of the Committee on College and University Teaching
President Albert Britt, Knox College, Chairman of the Commission on Enlistment and Training of College Teachers
- D. The Responsibility of the Liberal Arts College and the College of Education in Teacher Training
President Edmund D. Soper, Ohio Wesleyan University

4:00 P. M. ROUND TABLE DISCUSSION CONFERENCES

- A. Campus Planning
Mr. J. Fredrick Larson, Dartmouth College
- B. Financing Colleges
Dr. Alfred Williams Anthony
- C. The Colleges in National Politics
Mr. Edward B. Murrow, Institute of International Education
- D. College Reorganizations and Mergers
President J. H. Reynolds, Hendrix College
- E. Comprehensive Examinations
Dr. Edward S. Jones, Director of Special Study
- F. Foreign Students and the Department of Labor
Dr. Stephen P. Duggan, Institute of International Education
- G. Individualization in College Teaching
President Ernest H. Wilkins, Oberlin College
- H. The Utilization of Immediate Community for Research Projects
Dr. Robert T. Crane, Secretary of the Social Science Research Council
- I. The Present Status of College Experiments
Dr. Kathryn McHale, Director, American Association of University Women

7:00 P. M. ANNUAL DINNER**

The Presidential Address

President Irving Maurer, Beloit College

The Outlook for Disarmament

President Mary E. Woolley, Mount Holyoke College

FRIDAY, JANUARY 13

9:30 A. M.

Reports of Special Committees

Election of Officers

Raising the Spiritual Morale

Professor William McDougall, Duke University

Has Higher Education Failed?

Professor Paul H. Douglas, The University of Chicago

Professor Carlton J. H. Hayes, Columbia University

Adjournment

** Formal and informal. Guests having reservations at the Chelsea Hotel on the American Plan are entitled to dinner ticket without extra charge.

EDITORIAL NOTES

THE IMPROVEMENT OF COLLEGE TEACHING

"THE Improvement of Instruction in College and Universities," a study in the early stages of which the Association office collaborated and now participated in by 406 colleges and universities (115 teachers' colleges and schools of education, and 291 arts colleges, universities, and other professional schools), is nearing completion. Dean Frank P. Maguire, State Teachers' College, East Stroudsburg, Pennsylvania, is the author.*

The findings are being tabulated under the fifteen major subdivisions which comprised the schedule. Topic I, major qualifications most generally sought for in selecting faculty members, and topic II, evaluation of teaching efficiency after induction, show a remarkable and entirely unexpected agreement on the part of all types of institutions regarding the outstanding characteristics of good teachers. Topic IV, "Which type of person gives you most concern with teaching efficiency: the inexperienced or the 'rusty'?" polled an overwhelming vote for the "rusty," and was quite illuminating to those who are accustomed to lay college teaching inefficiencies at the door of the youthful instructor. Further study of this topic is already under way as it strikes at the heart of the problem of adult education and challenges the thought and action of every college administrator. Topic VII deals with various administrative devices and methods for the improvement of instruction, accompanied by a classification of those which have proved most helpful. Topic XII furnishes such concrete procedures for in-service education as have been established during the last five years by individual institutions. The final item on the schedule sought to obtain, and did secure, the names and departments of 750 outstanding college teachers.** It is expected that these data will furnish the basis for a rather complete reply to the frequently asked question, "Who and where are the best college teachers?"

* The study is going forward under the supervision of the Department of Personnel Administration, School of Education, New York University.

** Compare the editor's study of "Great Teachers and Methods of Developing Them," presented at the Chattanooga meeting in 1929.

Reaction to requests for information pertinent to this investigation belies the current belief that colleges will not cooperate in questionnaire studies. Frequent and unsolicited comments of approval of the study and appreciation of the opportunity to participate accompanied the returned schedule while several presidents asked for additional copies which might be made the basis of faculty discussion during the current year.

Tabulated returns to date have been made available to Professor Dodge of the Committee on College and University Teaching of the American Association of University Professors working under subvention from the Carnegie Corporation.

COLLEGE MUSIC STUDY

Through the generosity of the Carnegie Corporation, which provided a subvention of \$25,000 to finance the project, the investigation into the place of music in the life and work of the American liberal arts college has been initiated. This study, which was authorized by the Association at its Seventeenth Annual Meeting, was launched on August first. On that date Randall Thompson, American composer and student of music, entered upon his duties as director of the study. After spending several weeks familiarizing himself with the literature and the fund of information previously accumulated in the Association headquarters, Professor Thompson has begun his field survey and is now visiting colleges.

Professor Thompson is admirably qualified to make this study. He has had considerable experience in the field of college music and has attained prominence in musical composition. He is scholarly and catholic in his approach to music, and yet keenly sensitive to its social aspects. He is making his headquarters at the Association office, 111 Fifth Avenue, New York. The membership of the Sponsoring Committee under whose direction the investigation is being conducted, was given in the May, 1932, number of the *BULLETIN* (page 164).

The following formulation of the scope of the study has been adopted as a guide for the director in planning his program of investigation:

1. That an investigation of the status of music in the life and work of the college be undertaken by the Sponsoring Committee,

with the assistance of a director of the study delegated by the Sponsoring Committee.

2. That the investigation be planned to extend over a period of one year; that the work consist of a fact-finding survey by the director, with occasional reports to the Sponsoring Committee and its subcommittees; and that this fact-finding survey be followed by a collaborative study, by the Sponsoring Committee and the director, of the data secured.

3. That the survey be confined principally to a selected list of from twenty to twenty-five typical colleges, chosen with a view to representing the practices of colleges both with and without affiliated schools of music.

4. That the survey, among other things, scrutinize the music curricula of the colleges selected, noting both their content and the principles and regulations governing music elections, with attention to the following aspects: music as a minor, a major, and a free elective subject; the place of courses in music appreciation, history, and theory; the place of applied music, including its relation in the curriculum to music theory and history; regulations and restrictions governing its election; experiments in group instruction in applied music; credit for work in chorus and orchestra.

5. That the survey review teaching methods, with special reference to the adaptation of the subject matter and viewpoint of the course to the type of student in hand.

6. That the survey report on standards of work, with respect to: requirements or prerequisites for admission to various grades of college work in music; requirements assuring the continuous progress of the student, especially in applied music; and methods of examination, especially in applied music.

7. That the survey observe the principle of correlation in instruction, both within the subject of music itself, that is, among its different branches; and within the college, that is, with other subject matter related to music.

8. That the survey secure evidence as to the degree of effectiveness of college music courses as preparation for later study of music in the professional and graduate school.

9. That the survey investigate the cost of music study in the colleges, especially the cost of applied music to the college and to the student.

10. That the survey examine extracurriculum activities in their relation to music in the curriculum and to the social life of the college.

11. That the survey take note of opportunities, both in and outside of the classroom, for musical cultivation on the part of the average nonspecializing student.

12. That the findings and recommendations of the Sponsoring

Committee, resulting from this investigation, be formulated in a report; and that the report be printed for distribution.

NORTHWEST CONFERENCE

At the invitation of the authorities of that University a Northwest Conference of the Association of American Colleges was held at Willamette University, Oregon, on October 7-8, 1932. At this conference President Irving Maurer, President of the Association this year, and Dr. E. S. Jones, Director of the Comprehensive Examination Study, each gave two addresses, and four addresses were given by the Executive Secretary of the Association. Through the courtesy of the Methodist Episcopal Board of Education, Dr. W. J. Davidson was also one of the speakers. The other speakers represented colleges in Oregon, Washington, Idaho and Montana. There was a large attendance of delegates from these four states and the conference passed a recommendation asking that such a conference be made an annual event. The following resolutions were adopted:

WHEREAS, President Carl G. Doney and Dean Frank M. Erickson of Willamette University initiated the plan of holding a regional conference of the Association of American Colleges in the Northwest and made request to the Association for such a conference, offering the facilities of Willamette University for that purpose, and

WHEREAS, Dr. Robert L. Kelly and his Board deemed the plan advisable and kindly made it possible for Dr. Robert L. Kelly, Dr. Irving T. Maurer, and Dr. E. S. Jones to be present at this Conference, and

WHEREAS, the Board of Education of the Methodist Episcopal Church authorized the cooperation of Dr. Davidson,

THEREFORE, BE IT RESOLVED, That thanks be extended to

The Association of American Colleges for authorizing and conducting this regional conference; to

Dr. Robert L. Kelly for his inspiring presentations of the case of the American College; to

President Irving T. Maurer for his splendid address on the "Ideal College"; to

Dr. E. S. Jones for his valuable study of "Comprehensive Examinations"; to

Dr. W. J. Davidson for presenting the Educational Survey of the Methodist Episcopal Church; to

Dr. Burt Brown Barker for his address on "Intelligent Public Giving" with special reference to the advantages of the Uniform Trust for Public Uses; to

President Carl G. Doney and Dean Frank M. Erickson for their administration of the details of this conference; to

Miss Olive M. Dahl, Dean of Women of Willamette University, for the very fine reception given to the delegates; to

The Board of Trustees and Faculty of Willamette University, the Masonic Lodge, and the newspapers of Salem for their cooperation.

BE IT FURTHER RESOLVED, That we request the Association of American Colleges to institute a policy of holding annual regional conferences in the future.

BE IT ALSO RESOLVED, That copies of these resolutions be given to the Salem newspapers, to the Association of American Colleges, and to the Board of Education of the Methodist Episcopal Church.

Respectfully submitted,

Norman Coleman (Reed)

Edward H. Todd (Puget Sound)

Thomas W. Bibb (Albany)

Chairman.

ARCHITECTURAL PLANNING OF THE AMERICAN COLLEGE

There will come from the press this month the book on *Architectural Planning of the American College*, which J. Fredrick Larson and Archie M. Palmer have prepared under the subvention received by the Association of American Colleges from the Carnegie Corporation.

This volume is the outgrowth of an architectural advisory service which the Association of American Colleges has for the past several years been maintaining for the benefit of its member colleges. It is an effort by description and illustration to give an account of recent developments in college architecture with special reference to the liberal arts college. It is the result of practical experience in designing college buildings and in giving advice and counsel on problems in the administration and planning of the American college. It has been projected by the Association's Commission on College Architecture and College Instruction in Fine Arts as a further extension of its architectural advisory service, and the preparation of the volume has been entrusted by the Commission to the authors, both of whom have been active in the development and operation of that service.

The aim of the book is fourfold:

- (1) to present the history and accomplishments of the architectural advisory service of the Association of American Colleges;
- (2) to stimulate, encourage, and help those concerned with college development programs;
- (3) to appraise the principles involved in campus planning and the designing of college building of lasting worth;

- (4) to illustrate tested procedures which can be readily adopted for guidance in individual situations.

The authors have endeavored to discover these factors, to organize them in relation to each other, and to formulate an approach to the problem as it concerns the liberal arts college. It is hoped that this book will be of value to college presidents, trustees, faculties, members of building committees,—in fact, all persons interested in education and the architecture interpretive of educational ideals and adapted to physical needs consistent with those ideals.

The present treatment of the problem is designed to clarify, for those concerned with construction programs in the college field, the needs and responsibilities inherent in the architectural development of the American college. While the book has been written primarily with the liberal arts college in mind, the guiding principles formulated and the procedures suggested are applicable to the architectural development of all types of educational institutions.

Recognizing that the rendering of architectural advisory service in the college field, as in all fields of architecture, is a continuing process, the authors have written this volume as an introduction to the problem and have not concerned themselves with those intricate details which fall within the professional province of the architect.

The book is being published by the McGraw-Hill Company. Orders may be placed with the Association office, and the usual discount to libraries will be allowed.

Among the highly valued educational institutions of Southern California is the Huntington Library. This well endowed institution is very responsive to the needs of faculty members and students within the greater Los Angeles area, Santa Barbara and San Diego, and from time to time arranges special exhibitions with reference to the needs of college men and women. Among these exhibitions may be mentioned that of the Tudor Drama which was recently prepared at the suggestion of the Association of Colleges and Universities of the Pacific Southwest.

A subcommittee of the National Committee on Standard Reports for Institutions of Higher Education is sponsoring a study

of the Annuity Agreements of Colleges and Universities. The purpose of this study is to set up a body of principles relating to the accepting, administering, and accounting for annuity funds that will be of value to all institutions issuing annuity agreements. It is hoped to have this study completed and available in published form the early part of 1933.

Gifts totalling \$5,256,000 to colleges, universities, and other educational organizations were made by Carnegie Corporation during its fiscal year ending September 30, 1932, according to the report of President Frederick P. Keppel. These grants were for a wide variety of specific purposes within the fields of library service, adult education, the arts, scientific and educational research, and publication.

The New York Haverford Society is entitled to the blue ribbon, in so far as the present judge is able to make the award, for the very remarkable announcement of their meeting for 1932-1933. The particularly striking feature of the announcement is a complete list of members of the alumni who live in New York City and environs, with their addresses from the year 1857.

The College of the Pacific, Stockton, California, has issued a very scholarly document for one of our smaller colleges, with the title, "Publications in Philosophy." It is a book of 157 pages and consists of lectures delivered at the college under the auspices of the Pacific Philosophy Club during the academic year, 1932. The editor is Paul Arthur Schilpp, the head of the Department of Philosophy in the college, and among the lecturers are outstanding leaders of thought from the University of California, University of Vienna, Boston, Cornell, and the University of Southern California. One chapter on "Changing Views of Physical Science" is contributed by an under-graduate major student in philosophy at the College of the Pacific. This student is president of the Philosophy Club. The book is dedicated to President Tully Cleon Knoles—all of which is very significant for the new day in the American college.

Lafayette College, Pennsylvania, and Lawrence College, Wisconsin, are conducting courses for the unemployed. Reports in-

dicate that the enrolment for these courses is very satisfactory indeed. Lafayette lists: Law for the Layman, The World War, Its Causes and Backgrounds, Some Great Philosophies of Life, Play Reading for Pleasure and Profit, Public Speaking for the Business Man, Money and Banking, Blue Print Reading, The Study of Rocks, and Engineering in various Branches. The movement at Lawrence is called "Mental Relief for the Unemployed." No tuition is charged at either institution. The teachers are regular faculty members. Lawrence offers the general run of college subjects, even including algebra and Latin.

The Wellesley Magazine for October has a very illuminating article on "Wellesley and the Business Cycle" in which added validity is given to the declarations that privately supported institutions are less affected by the business cycle than those which receive part of their income from taxation and land grants, and that the reaction of depression or prosperity on colleges lags one or two years behind the business cycle. The study shows that the present depression has had marked effect upon the expenditures of students in college, there being no exception to this statement in a long series of expenditure items. Wellesley does not find that increasing tuition charges has affected enrolment consistently in either direction when a series of six increases covering thirty-six years of time is considered.

I hoped to see you before I left Cincinnati to tell you how much I had enjoyed the Association meetings and to congratulate you on their success. I realize the amount of work that is necessary to organize such a conference. I got a great deal out of the trip and I hope that I shall be fortunate enough to attend many future meetings.—*A President's Assistant.*

A COMMON MISAPPREHENSION CONCERNING COMPREHENSIVE EXAMINATION SYSTEMS

EDWARD SAFFORD JONES

THE study of Comprehensive Examinations in American Colleges, which is being published by the Macmillan Company, shows quite clearly that large colleges which have attempted such examinations without some type of tutoring have not been particularly successful. The majority of alumni who have taken comprehensives in such institutions have voted them of doubtful value, a distinct reversal of the attitude of alumni from all other colleges which have tried them. Teachers in these colleges are also doubtful of the merits of such examinations. But the chief difficulty may well be the nature of the questions that are used, a point frequently ignored.

Senior comprehensives at their best are not merely more examinations of the traditional classroom type. The aim of a few of the more enlightened examiners is to get away from the stereotypes of text-book and standard lectures. They are rather looking for the spirit of the athenaeum, where scholars recited and discussed their productions before all comers. The trends in English and American universities are unmistakable in this respect. Much more time is being allowed the student for each question he is asked to handle, often an hour or more per question. Also, the opportunity to choose topics which the student himself wants has developed.

The art of examining, as it is called in England, scarcely considered in this country, assumes a sensitiveness to good questions of this broad type. Any standard topic will not do. There must be a new and interesting angle or relationship that is suggested. Of course, to expect the average teacher who has given only hour tests to hurriedly add at the end a final comprehensive examination is disastrous. He is not apt to do more than canvass his previously used test questions and use them again, requiring about the same emphasis on detail that he would ordinarily expect in the short quiz.

Examiners experienced with such inclusive examinations often report that it takes them far more time to make out questions of

the right kind than to grade thirty or forty papers. In fact, well constructed questions automatically shorten the time necessary for grading, as only the best differentiating questions are used.

It follows that administrators who are planning for such terminal examinations for their A.B. graduates should think not merely of the time and cost of tutoring, but the time necessary for adequate examining. The instructor who feels that he can quickly make out a good set of questions on top of a heavy teaching load is probably not the man for the job. In a few places weeks are spent by examining committees in thrashing out proper questions.

Sir James Irvine, Principal and Vice-Chancellor of the University of St. Andrews, Scotland, at the New York University Conference on "The Obligation of Universities to the Social Order" pointed out a great danger in specialization:

"Early specialization is almost invariably premature specialization and leads to over-specialization, a type of education which rarely produces the man or woman with an outlook broad enough to face the conditions of today. I must confess that I regard the prospect of British university graduates becoming to an increasing extent efficient but narrow specialists as one of the most serious dangers with which we are confronted particularly when the tendency is on the increase to regard the pursuit of learning as the pursuit of a job. Premature specialization, particularly when directed to material ends, seem an ill preparation for leadership."

President James R. Angell of Yale University, on the same occasion, said:

"It is difficult to exaggerate the importance of the universities in modern life. Not only is it to them that we must look for the releasing of intellectual energy and for the highest discipline of all our energies, but it is also to them that we must turn for that dynamic idealism which flows from clarity of moral outlook vitalized by sheer intelligence. So conceived the university stands at the very center of civilization and the maintenance of its nobility of purpose is of paramount consequence to all mankind."

THE OBLIGATIONS OF A UNIVERSITY TO THE SOCIAL ORDER

ELMER ELLSWORTH BROWN

CHANCELLOR OF NEW YORK UNIVERSITY

Editorial Note: At the closing dinner session of the New York University conference on this topic held at the Waldorf-Astoria, November 15-17, 1932, Chancellor Brown submitted the following "thirteen points" as a tentative, hastily drawn up summary of the conclusions of the conference. E. L. K.

1. It is assumed from the beginning that universities have obligations to the social order, of which they are a part. This obligation begins with the students in their classrooms, but reaches out to the whole community in all of its major concerns.

2. The needs to which this obligation extends, both within and without college walls, should be the object of serious and incessant study by university faculties and offices of administration. Such study must start from a well-considered view of the university itself, as regards the full round of its obligations.

3. This conference reveals a wide divergence of opinion as to what constitutes a university. Questions regarding collegiate education in the university organization, particularly that held to be of secondary grade, remain unsettled. Questions relating to professions-in-the-making call forth opposing views, but American university practice is found to be generally hospitable to schools of journalism, business, and the fine arts, as well as to schools of engineering and education. All are agreed that universities should train leaders of thought, and should conduct research in various fields of knowledge.

4. The present situation in the world of business has lent a peculiar urgency to questions relating to economic stability. This conference has emphasized the view that economic studies, to be of greatest use to society, must be intimately bound up with studies in government and in the social sciences generally. Excessive departmentalism in universities generally is deplored. A call is made for more of synthesis.

5. A greater attention to the sociological sciences is now sought, with a view to redressing the balance which has been disturbed by an extreme absorption in the physical sciences, which in its turn has resulted in a prodigious increase in industrial production, unaccompanied by a corresponding increase in consumption.

6. It has been held desirable that teachers of subjects in the sociological group shall alternate their academic teaching with experience in the world of affairs. A rhythmic attention, now to theory and then to practice, has been called for, recalling Plato and his idols of the cave, but with connotations which Plato would hardly have recognized.

7. It has, however, been pointed out that the sciences, physical and social, even as they may be duly synthesized are not of themselves enough, but that they are to find their full significance only in an apprehension of values, esthetic and spiritual.

8. The difficulty of teaching in the domain of values is recognized, but the primacy of such teaching is affirmed. It is held to have a part in the teaching of all the sciences, but such part can be realized only by teachers of high personal as well as scholastic attainments. The need of great teachers has accordingly been strongly accentuated.

9. Emphasis has been laid upon the fact that the results of education are to be revealed chiefly in the choices in life made by those who have been educated.

10. It has been repeatedly declared that, not only at the present time but at all times, the social order is in process of change. Students are to be educated for life in a changing world, for adjustment to changes which will affect their lives, for taking an intelligent part in rendering the changes of their time progressive and wholesome, and for relating the new to the old in a continuing stability.

11. In particular, it has been insisted that the relation of the governmental to the economic life of our people is undergoing change and must undergo change; that *laissez faire* is a thing of the past; but that business, under intelligent leadership, can go far toward correcting the evils of the competitive system by co-operative action; and that to this end university teaching which makes for intelligent leadership and university research in many directions are requisite.

12. Academic freedom is held to be indispensable to genuine university teaching. The point has been stressed that responsibility goes with freedom and is equally important.

13. Perhaps the most important note which has been struck in this conference is that of confident hope, in the expectation that universities can go far toward making the necessary changes of coming decades conduce to the betterment of human life throughout the nation and throughout the world.

SERVICE BUREAU ON FINANCIAL AND FIDUCIARY MATTERS

ALFRED WILLIAMS ANTHONY

THE depression and its effects come vividly to attention in the following concrete case of a college in the west which sought recently to add a new member to its faculty. This college had reduced its salaries by thirty per cent and yet was obliged to fill a vacancy by seeking a new man. Applications made to some teaching agencies stated very frankly that a Ph.D. man was required—one already successful in teaching and one known to possess a fine Christian character—and it was stated with equal frankness that the amount of pay would be very low. There were thirty-five applicants for the position thus described. The second man who applied was ultimately engaged. He is a graduate of a western college, a Ph.D. at Cornell. He spent a year in graduate work at the University of Strassburg and had two years of experience in successful teaching. He accepts \$120.00 a month for ten months in the year, or a total of \$1200.00 with no guarantee of continuance. Such a concrete instance as this indicates clearly an oversupply of highly qualified men for teaching positions, and indicates that unemployment amongst such qualified persons is quite as common and quite as serious as amongst any of the workers of the country.

The report of the Chancellor of New York University for the year 1931-1932 contains many interesting items of suggestive value to other institutions. The running expenses of the University for the last fiscal year amounted to \$7,747,505.84, all of which were met with a cash balance of \$6,803.52. This institution receives 87.55 per cent of its income from students' fees and but 3.96 per cent from investments. The fees collected were \$139,944.11 in excess of the previous year. The budget was balanced without reduction of salaries and the treasurer says, "Within the short space of a few decades we have emerged from a scarcity economy to a surplus economy." At the New York University a Centennial Fund-raising campaign is on which has brought in good returns but is at present slowed down. The

John Price Jones Corporation was a special adviser in the conduct of this campaign.

The New York University has a Bequest Foundation Committee organized for purposes, as the name would imply, of increasing the university's finances through testamentary gifts, and the treasurer, in reporting this fact, tabulates receipts from bequests during the twenty-one year period, 1911 to 1931, in five-year periods, as follows:

1911-1916	\$ 178,926.42
1916-1921	896,383.53
1921-1926	812,221.74
1926-1931	1,245,678.32

During the last fiscal year the actual proceeds of bequests amounted to \$1,301,790.08. In spite of the depression this institution reports its endowment funds as showing on the thirtieth of June, at five-year intervals, as continuously increasing.

1911	\$1,180,756.20
1916	1,333,726.38
1921	2,488,642.77
1926	3,624,903.94
1931	6,872,894.21

Very significant is the statement that the increase of endowments from June 30, 1932, to September 30, 1932, was from \$7,861,997.55 to \$8,936,426.68, and endowments gathered in the last six years amount to more than all the endowments gathered in the previous ninety-four years of the institution's existence.

The Committee on Financial and Fiduciary Matters announces the publication, in their Wise Public Giving Series, of pamphlet No. 40 entitled "Uniform Trust Endowment Certificates and Their Use." Copies of this pamphlet may be had by application to the office of the Association of American Colleges.

On the authority of Wood Struthers and Company, investment specialists of New York City, in a book which has recently been published through the Macmillan Company, entitled "Trusteeship of American Endowments: With Comparative Analyses of the Investment Experience of Leading Universities," college endowments have risen despite a slump in the stock market and

in property values. The amount of gain listed for fifty institutions in the year 1931 is \$48,940,000, or 5.6 per cent.

The ten institutions having endowments exceeding \$25,000,000 each were found to have increased their combined endowments during the last ten years by 54 per cent. This same company reports that the value of all property and productive funds, including tuition income and receipts, belonging to institutions of higher learning, according to the latest statistics published in 1929, was approximately \$2,815,000,000. The trustees of the educational institutions have intrusted to them the preservation and expenditure of more than \$3,595,400,000.

An editorial of the *New York Times* recently called attention to the surprise occasioned in Edinburgh, Scotland, when the Carnegie Trust for Scottish Universities was set up, at the flexibility given to the Trust by Mr. Carnegie. Here in America the Carnegie Corporation in its recent report has revealed as greatly modified, the objectives first committed to the Corporation. As the Corporation has discovered needs varying as conditions have varied throughout the years, the fund has been directed more and more toward the help of adult education—through research, through the development of college libraries, through grants to the American Library Association and the Adult Education Association; also toward the popular development of art and music. It has even made a grant of \$375,000 for unemployment relief. None of these objectives were distinctly specified in the trust agreement or the articles of incorporation, but the flexibility of the plan embodied in the trust has permitted the management to take on these interests as the occasion and need for them has been discovered. Flexibility characterizes the trust and keeps its usefulness vital and fruitful.

Can colleges combine and so cooperate as to raise money collectively by a cooperative plan or in a wholesale manner? This question receives illumination from a backward look through a relatively brief space of time. These items of experience may be noted:

1. In the field of religion, the Interchurch World Movement made it very plain that there were no such creatures as "friendly citizens" who were expected to give to a general fund for some one to distribute as seemed wise to the distributor. The fact in

that campaign was that all givers proved to be people who gave each to his own church and its causes. Promiscuous giving such as putting money "in a hat" was not found to exist.

2. Even this past year has revealed pretty plainly the following dispositions of mind on the part of donors:

(a) The psychological attitude of men of wealth who have had sufficient ability to accumulate property or to safely invest and continue to hold it if they had inherited it, is that of complete individualism. Each of these men wise enough to have and to hold his own property becomes convinced that he is wise enough to select the object of his own benevolence and not to have it selected for him by some one else. Experience has made this pretty plain.

(b) Along with this independence of choice there has grown up in the minds of men of positive convictions a feeling that they have special interests and wish to pass judgment upon the work of a college as tested by their own interests—such interests, for example, as: athletics (although this is very much overappreciated), music, art, science, literature, or material, particularly in the erection of a building for some special object, perhaps including the memorializing of some name.

Men of this caliber do think favorably of having assistance in the very much later years when conditions have undergone great changes and they are no longer living, through the exercise of a judgment which can act for them in adapting their benefactions to the needs of that distant day; they do welcome a "posthumous discretion" exercised in their behalf; they do not welcome an "alien discretion" exercised for them when living.

(c) Men of wealth, especially those of sagacity and acuteness in the conduct of their own business, usually wish to test and discriminate amongst institutions by picking out and supporting those which pass business tests in administering their own affairs. They are not men who are attracted by the mechanics of quotas, averages, and abstract generalizations; they are people who think of what they call "brass tacks."

3. The past year has seen four movements of this wholesale character fail. Not everybody as yet knows they are failures but a fair judgment is that they are. It would be invidious to name them, but here are characteristics of them:

(a) A publicity most excellent in itself accomplishes very little good if its excellence is not addressed to the individual man of wealth. Simply shot into the air as a random arrow, it pleases those who give it flight but it does not really loose the purse strings of wealth because it does not hit the mark.

(b) If a movement sets out to introduce one college president to a certain person of wealth, or to introduce two college presidents or possibly three, to the same person, it may do this in a

way to give no offense; but, if these introductions become numerous so that the movement appears in any way a wholesale descent of college representatives upon a selected list of good prospects, the very numbers defeat the purpose of the movement. A man of wealth may welcome a single college president to his confidences, when he will resent the coming of a crowd, assembled on his doorstep, soliciting each a share. Mob psychology cannot be applied to people of means.

There is no way of picking good fruit from a tree wholesale; hand-picking alone succeeds.

CONFERENCE ON WILLS AND WILL-MAKING

The Committee on Financial and Fiduciary Matters of the Federal Council of Churches is planning to hold a conference in March, 1933, upon Wills and Will-making, and to invite charitable organizations of the country, banks and trust companies and Bar associations to cooperate in a campaign which will promote the making of wills.

The Committee believes that the recent depression requires that all wills be re-examined and possibly rewritten. Values of estates have so changed that in many instances the residuary estate has disappeared. Men who propose to benefit their families or to benefit charities after making specific bequests find in many instances that their estates have so shrunk that the specific bequests consume all they have to leave.

It is proposed at this conference to examine the situation, and determine the reasons why the making of wills is deferred, and point out the reasons why every person should make a will.

MARKET RISE AIDS VASSAR

The market value of Vassar College bonds and stocks increased more than \$1,250,000 between June 30 and September 30, according to reports submitted October 11, 1932, at the fall meeting of the college trustees.

Total loss of income through defaults during the last college year totaled only \$11,625, which was amply covered, it was announced, by income reserves set up in years past. Reports from the treasurer showed that 330 students, or about 29 per cent of the student body, received financial aid aggregating \$170,161.43 during the last year.

Budget appropriations for the current year total \$2,119,554 for all purposes.

LEAVES FROM AN ECONOMY SCRAP-BOOK

By his request, Dr. Raymond Walters, will be inaugurated by mail as the new president of the University of Cincinnati, Ohio's second largest institution of higher learning. There will be no elaborate academic pageant, impressive and expensive exercises or gathering of representatives from other institutions. Instead, a printer will get a job of preparing suitable announcements.

"I am convinced that it would be unwise to have a formal inauguration," Dr. Walters said. "Such inaugural exercises are always expensive. In this particular period, when financial problems are pressing, we should not, in my opinion, spend a dollar that is not directly for an educational purpose."

Several universities have announced that they would accept farm produce in lieu of money for fees because of present economic conditions. At Illinois Wesleyan University, approximately twenty-five students have taken advantage of this offer and duck feathers, fox pelts and even live stock have been turned in. At Louisiana State University, Elena Percy, of West Feliciana Parish, arrived on horseback, driving nine head of cattle which she offered as her freshman enrolment fee.

Prof. Raymond J. Hoyle of the New York State College of Forestry at Syracuse University, who is making a survey of woodland products and market conditions in the state of New York, reports a tendency toward the old system of barter, the use of material and goods to replace money as a medium of exchange. During a tour of fourteen counties in central New York, Prof. Hoyle was impressed with the extent to which the products of the farm woodlot are being used in barter for food, clothing and other essentials not produced on the farm. He says: "I find that retail lumber yards, where sawmills operate, are willing to accept logs for some of their finer products, for shingles and other lumber items; that merchants are receiving firewood for clothing and food and that during the depression this practice is increasing."

COMMENTS FROM OUR READERS

"I have been an interested reader for a number of years of the BULLETIN of the Association of American Colleges of which you are Editor. The May number, which I have just read, is certainly one worthy of a good deal of consideration. It presents a number of topics full of fine suggestions.

I just wanted to express my personal appreciation of the continued amount of worthwhile information, and real inspiration that comes from the continued reading of the BULLETIN."—*John W. Barton, Vice President of Ward-Belmont School.*

"Please let me express appreciation for the November BULLETIN of the Association of American Colleges. This is most timely and helpful. I am of the opinion that this BULLETIN alone is worth the annual membership fee for any institution in the Association. We certainly need help of this sort at this trying time, and I trust that you will continue your work in this direction."—*Julian A. Burruss, President of Virginia Polytechnic Institute.*

"Copies of the November BULLETIN arrived and were distributed this morning. To say that the BULLETIN has already created a favorable impression is to state something less than the fact. I write at 4:00 in the afternoon and every faculty member I have met in the hall or in my office mentioned the BULLETIN and seems to have read it. Each one has either checked or asked how many of the suggested methods of reducing expenditures have been used in Coe. Our Faculty Advisory Committee on Budget, which is in almost continuous session now, has ascertained that it has actually studied and made recommendation concerning each one of the methods.

The November BULLETIN is a distinct contribution to the colleges this fall, and I wish to thank you and your associates, and to congratulate you."—*H. M. Gage, President of Coe College.*

"The November BULLETIN is exceedingly valuable. I have received letters from some of our Trustees who indicated interest in certain discussions."—*Ernest L. Stockton, President of Cumberland University.*

"I have read the whole BULLETIN with greatest interest, and I think you did a fine piece of work in getting it together."—*Maude White Stewart, Publicity Director of Alumnae Committee of Seven Women's Colleges.*

"I thank you for the copies of the November BULLETIN, which reached me this morning. To say that I am highly pleased with them would be to give mild expression to my reaction toward them. I greatly appreciate being listed among the contributors to this publication."—*H. G. Badger, Assistant Statistician, United States Department of the Interior Office of Education.*

THE GENERAL EDUCATION BOARD, NEW YORK CITY

Sept. 10, 1932

DEAR DR. KELLY:

I have read the proof of the November, 1932, BULLETIN of the Association of American Colleges entitled "How Can the Colleges be Financed?" It contains material which should be of interest and use to college administrators and trustees in this time of financial stress.

I have long felt that searching and careful inquiry by colleges into their expenditures would be of great value and would reveal many possible economies which could be effected without injury to the quality of instruction. The reports in this *Bulletin* show that the colleges are now following this plan and finding it satisfactory. It is quite probable that we shall look back upon this period as one in which the colleges greatly improved their financial administration and thereby strengthened their hold on the affections of the public.

I am delighted to note that every effort is being made to effect the necessary savings in other directions before resorting to the reduction of the salaries of the teachers. Even with the lower cost of living these salaries are none too high to attract and hold good teachers, and it would be most unfortunate if the efforts which have been made since the Great War to bring them to a more satisfactory level should be nullified.

With cordial regards and best wishes to you, I am

Sincerely yours,

(Signed) TREVOR ARNETT,
President

UNITED STATES OFFICE OF EDUCATION, WASHINGTON, D. C.

Sept. 6, 1932

DEAR DR. KELLY:

I have appreciated the opportunity of reading the page proof of the November BULLETIN of the A. A. C. on "How Can the Colleges be Financed?" Such a timely collection of actual experiences with this most perplexing problem will surely prove helpful. Please accept my congratulations.

No extended comment on the many individual articles in the *BULLETIN* is appropriate at this time and I therefore shall make but three observations:

(1) In spite of the seriousness of the financial problems faced by the colleges, the accounts as a whole carry a note of optimism. The financial drouth seems to be killing more educational weeds than flowers.

(2) In many articles, particularly those by President Davis, Dean Ogan and President Reynolds, the question is raised as to the fraction which the student should pay of the cost of his education. This is such a basic issue in American education, it will be unfortunate if the factor of institutional need is allowed to play more than a secondary part in the discussion of it. It would seem better to collect emergency fees from students who can afford to pay them in lean years than to raise the tuition rates, when the grounds for such increase will be financial rather than educational.

(3) Many encouraging evidences of cooperation among institutions are reported, as well as many intimations that significant economies would be effected if educational programs were considered on a state or regional basis. Of special interest in this respect is the article by Mark M. Jones, a consulting economist, who sets the stage for a very fundamental basis of coordinating the work of the many institutions.

Very truly yours,

(Signed) FRED J. KELLY,
Chief, Division of Colleges and
Professional Schools.

Dr. Stanley King, newly installed president of Amherst College, has said that he

"looked back with some envy to the days when we accepted the worthy students who applied for entrance, even though some were heavily conditioned. Then we had standards of admission, but no selective process. And our standards were administered with human understanding and a wise flexibility which our modern procedures seem to me sometimes to lack. To Amherst alumni of the '90s it is a commonplace that two of our three alumni of that decade most distinguished in later life, might not have been considered satisfactory college material by an admission office today. I am convinced that we must find a way to regain something of that human understanding which inspired the college officers of an early day who were not handicapped by the modern pressure of more student applications than can be accommodated."

All of which reminds one of the recent remark of Dr. Robert Andrews Milliken that he could not today qualify as a teacher of physics in a California public high school.

RECENT ADDITIONS TO THE OFFICE LIBRARY

- After College—What?** Chase Going Woodhouse, *ed.* Institute of Women's Professional Relations, North Carolina College for Women, Greensboro, N. C. 200 pp.
- Adjusting the School to the Child.** Carleton Washburne. World Book Co. Yonkers-on-Hudson, N. Y. 1932. 189 pp. \$1.68.
- The Administration of Student Personnel Services in Teacher-Training Institutions of the United States.** Marion E. Townsend. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 115 pp. \$1.50.
- Admission of Students as Candidates for Master's Degree.** Joseph R. MacNeel. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 91 pp. \$1.50.
- The Art of Rapid Reading.** Walter B. Pitkin. McGraw-Hill Book Co. N. Y. 1929. 233 pp. \$2.50.
- The Bearing of Certain Personality Factors Other Than Intelligence on Academic Success.** Henry T. Tyler. Bureau of Publications, Teachers College, Columbia University, N. Y. 1931. 89 pp. \$1.50.
- Case Studies of Present-Day Religious Teaching.** Hugh Hartshorne and Elsa Lotz. Yale University Press. New Haven, Conn. 1932. 295 pp. \$2.00.
- Character in Human Relations.** Hugh Hartshorne. Chas. Scribner's Sons, N. Y. 1932. 367 pp. \$2.50.
- The Church School Comes to Life.** Mildred Hewitt. Macmillan Co. N. Y. 1932. 341 pp. \$2.50.
- College and Society.** Ernest H. Wilkins. Century Co. N. Y. 1932. 173 pp. \$1.75.
- The College Library Building.** James T. Gerould. Chas. Scribner's Sons. N. Y. 1932. 116 pp. \$2.00.
- College Teaching.** T. H. Eaton. A. K. Getman, *ed.* John Wiley & Sons, Inc. N. Y. 1932. 264 pp. \$2.50.
- Comparisons of Students of Teachers Colleges and Students of Liberal Arts Colleges.** Margaret Kiely. Bureau of Publications, Teachers College, Columbia University, N. Y. 1931. 147 pp. \$1.50.
- Community Organization in Religious Education.** Hugh Hartshorne and J. Q. Miller. Yale University Press, New Haven, Conn. 1932. 250 pp. \$2.00.
- Dare the School Build a New Social Order?** George S. Counts. John Day Co. N. Y. 1932. 56 pp. \$2.25.
- Dean Bond of Swarthmore, a Quaker Humanist.** Emily C. Johnson. J. B. Lippincott Co. Philadelphia. 239 pp. \$2.00.
- Earning Power of Railroads.** Floyd W. Mundy. J. H. Oliphant & Co. N. Y. 1932. 727 pp.
- Economy and Technique of Learning.** W. F. Book. D. C. Heath & Co. Boston, Mass. 1932. 534 pp. \$2.00.
- The Educational and Occupational Preferences of College Seniors.** Marlin R. Chauncey. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 72 pp. \$1.50.
- Educating for Citizenship.** George A. Coe. Chas. Scribner's Sons. N. Y. 1932. 205 pp. \$2.00.
- An Evaluation of Guided Study and Small-Group Discussion in a Normal School.** Gertrude T. Shipley. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 52 pp. \$1.50.
- Evaluation of Types of Student-Teaching.** Edna M. Marshall. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 91 pp. \$1.50.

- The Experimental College.** Alexander Meiklejohn. Harper & Bros. N. Y. 1932. 421 pp. \$3.50.
- Factors Influencing the Choice of Courses by Students in Certain Liberal Arts Colleges.** Helen F. Weeks. Bureau of Publications, Teachers College, Columbia University, N. Y. 1931. 62 pp. \$1.50.
- The Fraternity and the College.** Thomas A. Clark. George Banta Publishing Co. Menasha, Wis. 1931. 189 pp.
- Housing and Living Conditions of Women Students in the Western Illinois State Teachers College at Macomb.** Caroline Grote. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 106 pp. \$1.50.
- How to Live Longer.** John C. Funk and Robert B. Ludy, M.D., David McKay Co., Philadelphia. 1927. 149 pp.
- The Improvement of College Worship.** Paul M. Elbin. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 154 pp. \$1.50.
- The Inauguration of David A. Robertson as President of Goucher College, April 24, 1931.** Goucher College, Baltimore, Md. 1932. 122 pp.
- The Junior College Library.** Ermine Stone. American Library Assn. Chicago, Ill. 1932. 96 pp.
- The Liberal Arts College.** Based upon surveys of 35 colleges related to the Methodist Episcopal Church. Floyd W. Reeves, John F. Russell, H. C. Gregg *et al.* University of Chicago Press, Chicago, Ill. 1932. 715 pp. \$4.50.
- The Life of Andrew Carnegie.** Burton J. Hendrick. Doubleday, Doran. N. Y. 1932. 2 vols. 434 and 423 pp. \$7.50.
- The Literary Life of the Early Friends, 1650-1725.** Luella M. Wright. Columbia Univ. Press, N. Y. 1932. 309 pp. \$3.00.
- Music in American Life.** A. D. Zanzig. Oxford Univ. Press, N. Y. 1932. 560 pp. \$3.50.
- Not for Us Alone.** Ary Flaks, M.D. Authors and Publishers Corporation, N. Y. 1930. 275 pp.
- Pastoral Psychiatry and Mental Health.** John R. Oliver. Chas. Scribner's Sons. N. Y. 1932. 330 pp. \$2.75.
- Philanthropy for the Future.** A. W. Anthony, *ed.* Committee on Financial and Fiduciary Matters of the Federal Council of the Churches of Christ in America, N. Y. 1931. 148 pp. \$1.50.
- Planning Residence Halls.** Harriet Hayes. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 139 pp. \$1.50.
- Practices of American Universities in Granting Higher Degrees in Education.** Yearbook No. 19 of the National Society of College Teachers of Education, 1931. Univ. of Chicago Press. 187 pp.
- Problems of Freshman College Girls.** Eugenie A. Leonard. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 139 pp. \$1.50.
- Proceedings of the Institute for Administrative Officers in Higher Education, July, 1930.** College and University Education. Shelton Phelps, *ed.* George Peabody College, Nashville, Tenn. 1931. 166 pp.
- The Religion of Scientists.** C. L. Drawbridge, *ed.* Macmillan Co. N. Y. 1932. 160 pp. \$1.25.
- Report on Higher Education in the State of New York for the School Year Ending July 31, 1930.** University of the State of New York, Albany, N. Y. 1932.
- The Scientific Outlook.** Bertrand Russell. W. W. Norton & Co. Inc. N. Y. 1931. 277 pp. \$3.00.
- State Scholarship Students at Hunter College of the City of New York.** Adele Bildersee. Bureau of Publications, Teachers College, Columbia University, N. Y. 1932. 138 pp. \$1.50.

- The Statesman's Year-book, 1932.** M. Epstein, *ed.* Macmillan & Co. London. 1932. 1474 pp. \$5.00.
- Studies in Securities, 1932.** Jas. H. Oliphant & Co. N. Y. 145 pp.
- Studies in the Birth of the Lord.** Elwood Worcester. Chas. Scribner's Sons. N. Y. 1932. 300 pp. \$2.50.
- A Study of Technical Institutes.** The Society for the Promotion of Engineering Education. The Lancaster Press, Lancaster, Pa. 1931. 281 pp.
- A Teachers College Follow-up Service.** Effie G. Bathurst, Bureau of Publications, Teachers College, Columbia University, N. Y. 1931. 89 pp. \$1.50.
- Thunder and Dawn.** Glenn Frank. Macmillan Co. N. Y. 1932. 404 pp. \$3.50.
- Trusteeship of American Endowments.** Wood, Struthers & Co. Macmillan Co. N. Y. 1932. 156 pp. \$4.00.
- Trusts and Trusteeships.** A. W. Anthony, *ed.* Committee on Financial and Fiduciary Matters, Federal Council of Churches, N. Y. 1932. 120 pp. \$1.25.
- University Training for the National Service.** Morris B. Lambie. Univ. of Minnesota Press, Minneapolis, Minn. 1932. 325 pp. \$3.50.
- The Year Book of Education, 1932.** Lord Eustace Percy, *ed.* Evans Bros., Ltd., London, 1932. 1013 pp. 35/.
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The National Home Library Foundation has issued a special edition of five hundred thousand copies of Lewis Carroll's masterpieces, *ALICE IN WONDERLAND*, containing an introduction especially written for it by the wife of the President-Elect, Mrs. Franklin D. Roosevelt. The Volume contains in addition to *ALICE IN WONDERLAND*, Carroll's famous sequel *THROUGH THE LOOKING GLASS*, and *THE HUNTING OF THE SNARK*. The Foundation, which is non-profit making, will distribute this edition immediately to schools and institutions at ten cents per volume. The public may obtain copies at fifteen cents by addressing communications to the national headquarters at 1518 K Street, Northwest, Washington, D. C.

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